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ABSTRACT

This report presents evaluation data on a school-based resource program for gifted students in grades 1-6. The program was designed in part to reduce transportation-related problems of the special school approach. The approach differs from the learning center approach in several ways, including time factors and the extent of instruction in basic skills and regular curriculum content areas. A series of five evaluation questions were posed, and the results cited. Among those findings are an increase in number of participants, enhanced exposure to most instructional/activity components of their home-school program, and improved communication between regular and gifted programs and between schools and parents. Mixed responses emerged in the assessment of the gifted instruction provided by the program: students indicated that they wanted to spend more time in gifted instruction; after a year of the program, fewer regular classroom teachers felt that every school should have a gifted program; parents were favorable impressed with the program but felt that the adequacy of instructional facilities and their children's enjoyment of the program had diminished. It was concluded that the approach helped reduce disruption found in the gifted center approach and increased participation of the eligible students. Questions, however, were raised about the duration and continuity of instruction in the home-school approach. (CL)

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AN EVALUATIVE OVERVIEW OF THE KENDALE PILOT RESOURCE PROGRAM

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AUGUST 1983

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Dade County Public Schools
Miami, Florida

AN EVALUATIVE OVERVIEW OF THE KENDALE PILOT RESOURCE PROGRAM

Office of Educational Accountability
August 1983

Executive Summary

The Kendale Pilot Resource Program (KPRP) was designed as a school-based gifted program for students in grades one through six. The primary goals of the program were:

1) to reduce problems related to the twice-weekly transportation of students to gifted centers (such as students missing instruction in home-school classes and the lack of opportunity to participate in all home-school activities), and

2) to increase the participation of eligible gifted students.

Program activities were initiated in the Fall of 1982 by two gifted education teachers who provided instructional services to 48 students in grades 2 through 6.

The KPRP differed from the typical learning center approach in terms of:

1) the distribution and amount of time devoted to gifted instruction,

2) the extent to which gifted students received instruction in the basic skills and other instructional areas,

3) the inclusion of regular curriculum content areas in the gifted program, and

4) the extent to which gifted students were able to participate in school-wide and other activities.

Students participating in the KPRP received a full course of basic skills instruction (reading, writing, and mathematics) during half of each school day and were resourced into the gifted program for the other half of the day (for four days of the week). They received exposure to 7.5 to 10.5 hours of gifted instruction per week (depending on students' grade level and whether or not they took Spanish). This included a two hour per week treatment of interdisciplinary content (science, social studies, health and safety, and literature and expressive language) using instruction geared to higher cognitive levels and one hour per week of art--also involving appropriate levels of instruction. Remaining time allocated to gifted instruction involved exploratory activities, group training activities, and individual/small group investigation of real problems as described in Renzulli's Enrichment Triad, a frequently employed model for gifted instruction in Dade County.

Provision was also made during these half days for the release of students for music, Spanish, and physical education; and for school-wide and other activities. However, these were not considered by the Office of Educational Accountability (OEA) to be part of gifted instruction, since the program (KPRP) teachers were not formally responsible for the content in these areas.

The initial understanding between Kendale and OEA regarding this study portrayed OEA's involvement as providing limited assistance in Kendale's preparation of an administrative review of this project, focusing primarily on the extent to which implementation of the KPRP helped to reduce the disruptive influences of gifted-center attendance. As the study progressed, the focus was expanded to embrace consideration of the impact of this pilot program on the gifted instruction itself, thereby expanding the level of OEA involvement.

The evaluation of this program involved discussions with the school principal and program teachers as well as a questionnaire-survey of the KPRP students, their parents, and regular classroom teachers. Respondents were surveyed in September of 1982 and asked to respond based on their experience with gifted centers. Respondents were again asked, in May of 1983, to respond to the same questionnaire in terms of their experience with the KPRP. Change in response patterns to relevant items were used as a basis for much of this report.

Results of the evaluation indicate that the number of Kendale students participating in the gifted program increased from 31 during 1981-82 to 48 during the 1982-83 school year. Additionally, no Kendale student withdrew from the gifted program during 1982-83, whereas 13 students withdrew during 1981-82.

KPRP student exposure to most instructional/activity components of their home-school program was enhanced relative to that which they would have experienced in a gifted-center program. Basic skills instructional time was not compromised. Students were also able to take advantage of most school-wide activities, as well as special classes such as music, art, Spanish, and physical education (although exposure to music and Spanish was reduced below that experienced by other Kendale students). The continuous exposure of students to interdisciplinary instruction in the content areas (science, social studies, health and safety, and literature and expressive language) insured participating students against the two-day gaps in instruction which characterize attendance at gifted centers (although total weekly time spent in this instruction was less than that for other Kendale students).

Communication and articulation between the regular program and the gifted program appear to have been enhanced relative to that associated with the gifted center from the viewpoint of regular program teachers (in terms of their knowledge about the program and feedback given them regarding their students) and parents (in terms of cooperation between the regular and the gifted teacher and the ability of their children to "keep up" with regular classwork).

Parent involvement and school-parent communication also appeared more characteristic of the KPRP than the previously experienced gifted-center program. Parents were more favorable to the KPRP in terms of the extent to which they had been oriented to the program and the extent of feedback received from their child's gifted teacher.

Finally, in assessing the gifted instruction provided by the KPRP a number of mixed responses emerged. Students indicated that they would like to spend more time in gifted instruction and, after experiencing a year of the KPRP, fewer regular classroom teachers felt that "every school should have a gifted program". Parents were generally more favorably impressed with the KPRP than the gifted center approach in terms of the qualifications of the teachers, the amount of individualized instruction offered, and the variety of (gifted) subjects covered. Parents noted no change in the adequacy of motivation and stimulation offered their children but, in a negative vein, felt that the adequacy of instructional facilities and the enjoyment of the program by their children had diminished.

OEA staff noted that some difficulties were experienced with the use of interdisciplinary course content for the provision of gifted instruction. As one example, curriculum materials were not readily available to support this level of instruction and had to be developed by the program teachers--a situation which required them to devote a great deal of time to planning and program development. It also appeared that the frequent movement of groups of students in and out of the gifted instruction period (required by the relatively complex KPRP schedule) engendered fragmented rather than the continuous periods of gifted instruction which characterize the gifted center schedule.

As previously noted, KPRP gifted instruction took place from 7.5 to 10.5 hours weekly, whereas gifted centers expose their students to approximately eleven hours of gifted instruction weekly.

In summary, the KPRP appears to have succeeded in reducing the disruptive influence of gifted center attendance on the participation of gifted students in their home-school program while, at the same time, increasing the participation of gifted-eligible Kendale students and eliminating the cost of transporting students to gifted centers. A small price may have been paid, however, in terms of a reduction in the amount of time KPRP students receive for gifted instruction, and the instructional discontinuity engendered as a result of students departing for various activities and special classes.

In view of these findings, the following recommendations are made:

1. that comparative studies be initiated to determine the extent to which the KPRP and other similar approaches taken to gifted instruction, engender the attainment of gifted-relevant achievement objectives to the same extent as gifted center programs, and

2. that sufficient time and resources be allocated to allow teachers charged with the responsibility for implementing similar school-based programs to develop content curriculum materials appropriate to the higher levels of instruction characteristic of gifted programs. This might be accomplished through the summer employment or contracting of these teachers for this purpose.

Background

Description of the Program

In reaction to problems perceived as intrinsic to the gifted-center approach to gifted instruction and interest expressed by parents of gifted children, the principal and staff of Kendale Elementary School developed a plan for a home school-based gifted program. The primary goals of the program were to reduce problems related to the twice-weekly transportation of students to gifted centers (such as students missing instruction in home-school classes and the lack of opportunity to participate in all home-school activities) and to increase the participation of eligible gifted students. Project activities were begun on the first day of the 1982-83 school year and by the end of the 1982-83 school year 48 students in grades two through six were enrolled in the Kendale Pilot Resource Program (KPRP). In addition to the instruction of gifted students in their home school, the KPRP differed from the learning center approach in terms of:

1) the distribution and amount of time devoted to gifted instruction,

2) the extent to which gifted students received instruction in the basic skills and other instructional areas,

3) the inclusion of regular curriculum content areas in the gifted program, and

4) the extent to which gifted students were able to participate in school-wide and other activities.

Students participating in the KPRP received daily instruction in reading, writing, and mathematics from their regular classroom teacher during one-half of the school day and on Monday, Tuesday, Thursday, and Friday were resourced into the gifted pod for the other half of the school day. KPRP students received between 7.5 and 10.5 hours of gifted instruction per week depending on the students' grade level and whether or not they took Spanish (See Appendix A). This included a two hour per week treatment of interdisciplinary content (science, social studies, health and safety, and literature and expressive language) using instruction geared to higher cognitive levels and one hour per week of art--also involving appropriate levels of instruction.

Remaining time allocated to gifted instruction involved exploratory activities, group training activities, and individual/small group investigation of real problems as described in Renzulli's Enrichment Triad (See Appendix B), a frequently employed model for gifted instruction in Dade County.

Provision was also made during these half days for the release of students for music, Spanish, and physical education; and for school-wide and other activities. However, these are not considered by the Office of Educational Accountability (OEA) to be part of gifted instruction, since the program (KPRP) teachers were not formally responsible for the content in these areas.

Description of the Evaluation

The evaluation of the KPRP was a cooperative effort between Kendale Elementary School and OEA. The initial understanding between Kendale and OEA regarding this study portrayed OEA's involvement as providing limited assistance in Kendale's preparation of an administrative review of this project, focusing primarily on the extent to which implementation of the KPRP helped to reduce the disruptive influences of gifted-center attendance. As the study progressed, the focus was expanded to embrace consideration of the impact of this pilot program on the gifted instruction itself, thereby expanding the level of OEA involvement.

OEA staff had several meetings with the principal of Kendale to discuss the data to be collected, the content of the evaluation report, and the assistance available from OEA. For one of these meetings, the Kendale principal prepared a project status report to assist in the orientation of OEA staff to the project (See Appendix C). Following a memorandum defining the contribution to the evaluation to be made by the two parties (see Appendix D), OEA provided assistance in developing an evaluation plan, summarized and analyzed data, and assumed responsibility for producing this brief evaluative overview. School personnel were responsible for the collection of data and providing that data to OEA for incorporation in the overview. Due to the fact that OEA had already committed virtually all of its resources to district evaluation priorities prior to receiving a request for the KPRP evaluation from the South Area Office, the scope of the evaluation had to be limited and use had to be made of pre-existing instruments and routinely collected data. As an example, surveys used for parents, regular teachers and students were adopted from a 1976 evaluation of the gifted program that had been performed by OEA's organizational predecessor--the Office of Planning and Evaluation. Teachers in the "regular" Kendale program, parents of gifted students, and KPRP students were administered their respective questionnaires in September of 1982 and asked to respond based on their experience with the previous year's gifted center program (at Leewood Elementary). As a "post" measure, they were asked the same questions in May of 1983 and asked to respond on the basis of their experience with KPRP.

Changes in percentages of parents, teachers, and students responding with various response options (e.g.,"agree"-"disagree" or "yes"-"no") were analyzed for relevance to this evaluation. In the following (Results) section, findings are referenced to appropriate questionnaire items (e.g., TQ 15 refers to item #15 on the Teacher's Questionnaire). The percentages of students, teachers and parents selecting the various response options, are displayed in Appendices E, F and G respectively.

Questions which this evaluation addressed were abstracted from objectives which had been developed for the KPRP and are as follows:

1. Have gifted-eligible Kendale students participated in the KPRP to a greater extent than in the previous gifted-center program?

2. Relative to the gifted-center program, to what extent does participation in the KPRP insure the appropriate and continuous exposure of students to academic and activity elements of the regular school program?

3. To what extent is communication and articulation between the regular program and the gifted program enhanced relative to that which existed in the gifted-center program?

4. To what extent is parent involvement and school-parent communication more characteristic of the KPRP than the gifted-center program?

5. To what extent is the gifted instruction provided by the KPRP perceived to be different from that of the gifted-center program?

Results

1. Have gifted-eligible Kendale students participated in the KPRP to a greater extent than in the previous gifted-center program?

   During the 1981-82 school year, 31 students from Kendale participated in the gifted program by attending a special center. During the 1982-83 school year, 48 of Kendale's students participated in the KPRP. Additionally, during 1981-82, thirteen Kendale students withdrew from the gifted program, whereas no students withdrew during 1982-83. Responses by regular classroom teachers also indicate that the KPRP might generate fewer choices among qualified students to not participate in gifted programming (TQ 5, 6).

   To determine if there had been an increase in attendance rates for gifted students, the attendance records for gifted program participants in 1981-82 and 1982-83 were compared for the first three grading periods of each school year. For the 1981-82 school year, the attendance rate for Kendale students participating in the gifted program was 95.38%; for the 1982-83 school year, the attendance rate for KPRP students was 98.30%.

2. Relative to the gifted-center program, to what extent does participation in the KPRP insure the appropriate and continous exposure of students to academic and activity elements of the regular school program?

   Gifted students participating in the learning center model left their home school to attend gifted classes at a special center two days per week. On those two days that the student was at the gifted center, he/she missed whatever basic skills and content area instruction was presented. The regular classroom teacher had to either delay the introduction of new concepts, or there was a possibility that gifted students might experience gaps in instruction. The gifted-center student was often unaware of the specific nature of homework assignments unless he or she made a special attempt to call a classmate who was not also attending the gifted center. Additionally, the gifted center student was unable to participate in those home-school activities that occurred during the two day periods of attendance at gifted centers.

   The school-based gifted (KPRP) model provided daily instruction for gifted students in reading, writing, and mathematics by the regular classroom teacher. Science, social studies, health and safety, and literature and expressive language objectives appropriate for each grade level were addressed through approximately 30 minutes of interdisciplinary instruction provided four days per week by the program teacher. As previously noted, this interdisciplinary instruction was to be provided at cognitive levels appropriate for gifted students.

   This daily basic skills instruction by the regular teacher and the provision of interdisciplinary instruction by the program teacher eliminated the need to delay the introduction of new concepts and the possibility that the gifted student might experience instructional gaps because of his/her absence during ongoing instruction. Additionally, gifted students were able to participate in all school-wide events and activities such as chorus and recorder practice.

Enrollment in the KPRP impacted instructional exposure to elements of the "regular" program in other, less favorable ways however. In some areas (physical education, art, music, and Spanish), instruction required grouping of multiple grade levels, which could have involved inappropriate levels of instruction for some students. Additionally, for Spanish and music, instructional exposure was reduced from that recommended by the Bureau of Education. As an example, exposure to Spanish instruction for students enrolled in the KPRP occurred for a total of 60 minutes per week, vs. the 150 minutes per week recommended. For other instructional areas--those taught through the previously discussed Interdisciplinary (ID) approach--KPRP scheduling dictated both a reduction in daily time allocated to instruction (from 90 minutes to 30 minutes) and the addressing of objectives relevant to one additional area (literature and expressive language) within this reduced time frame.

3. To what extent is communication and articulation between the regular program and the gifted program enhanced relative to that which existed in the gifted-center program?

All teacher responses to relevant items on their questionnaire indicate that communication and articulation had been enhanced since the implementation of the KPRP. Specifically, teachers report having received more adequate orientation (TQ 7), had greater contact with gifted program staff (TQ 1, 3, 4, 8) and increased understanding of the program (TQ 2). Teachers also reported a greater flow of information regarding their students' progress in the gifted program (TQ 9), and an increase in the extent to which their students were able to "keep up" with lessons in their regular classes (TQ 10) and acquire a sufficient command of basic skills (TQ 11).

All parent responses to relevant questionnaire items indicate that communication and integration between the regular and gifted program had been enhanced since the implementation of the KPRP. Specifically, parents felt that regular classroom teachers had a somewhat more favorable opinion of Kendale's gifted program (PQ 11), that cooperation between their child's gifted and regular teacher had been improved (PQ 12), and that their children were more able to "keep up" with their regular classwork (PQ 13).

Students enrolled in the KPRP felt that their regular classroom teachers had a less favorable opinion of the KPRP than they did of the gifted-center program (SQ 1), in contradiction to the actual opinion expressed by the classroom teachers.

4. To what extent is parent involvement and school-parent communication more characteristic of the KPRP than the gifted-center program?

Parent responses to their questionnaires indicate that they were more involved in parent group activities (PQ 6, 7), but apparently a smaller percentage of parents visited the Kendale program than had visited the previous year's gifted-center program (PQ 1, 2, 3).

The implementation of the KPRP is reported to have improved communication between the school and the parents of gifted students. Specifically, parents reported that they were more adequately oriented to the

KPRP (PQ 10, 14), received more feedback from the gifted program teacher (PQ 4), and were more adequately informed of their child's progress (PQ 15). More parents also knew the name of their child's gifted program teacher (PQ 8) and felt that the KPRP teachers were more accessible for a conference (PQ 16).

To enhance parent involvement and communication, parents were provided with oral and written information about the program in addition to the student progress reports required each semester. An orientation meeting for parents of students in the KPRP was held on September 30, 1982. Subsequent to this meeting, a KPRP Parent Advisory Committee was formed and three parent advisory committee meetings were held.

5. To what extent is the gifted instruction provided by the KPRP perceived to be different from that of the gifted-center program?

KPRP student responses to pertinent questionnaire items indicate that they felt that their parents had as favorable an opinion of the KPRP as the did of the gifted-center program (SQ 2). Students expressed a need to increase the amount of gifted instruction offered in the KPRP, but did not express a similar need relative to the gifted-center program (SQ 3). After experiencing a year of the KPRP, fewer regular classroom teachers felt that almost every school should have a gifted program (TQ 12).

Parents provided more favorable ratings for the KPRP than the learning center program in terms of qualifications of the teachers (PQ 9, 17), the amount of individual attention their child received (PQ 5, 18), the amount of time spent in the program (PQ 19), and the variety of subjects to which their child was exposed (PQ 20). The adequacy of stimulation and motivation the gifted program provided for student participants was rated as essentially the same for both programs (PQ 21). Two items that received less favorable rating for the KPRP were the adequacy of the instructional facilities (PQ 22) and the enjoyment parents felt their child received from participating in the gifted program (PQ 23).

OEA staff noted that some difficulties were experienced with the use of interdisciplinary course content for the provision of gifted instruction. As one example, curriculum materials were not readily available to support this level of instruction and had to be developed by the program teachers--a situation that required them to devote a great deal of time to planning and program development. It also appeared that the frequent movement of groups of students in and out of the gifted instruction period (required by the relatively complex KPRP schedule) engendered fragmented rather than the continuous periods of gifted instruction which characterize the gifted center schedule.

As previoulsy noted, KPRP gifted instruction took place from 7.5 to 10.5 hours weekly, whereas gifted centers expose their students to approximately eleven hours of gifted instruction weekly.

Conclusions and Recommendations

The KPRP was directed at eliminating many of the problems which arise from the logistics associated with the gifted-center approach to the provision of gifted instruction. These problems are inherent in the separation from their home school of gifted students who must travel to gifted centers twice each week and be absent from their home schools' instruction and activities for substantial amounts of time. The results of this overview indicate that the KPRP is viewed as having significantly diminished these problems in terms of the participation of gifted-eligible Kendale students, the exposure of gifted students to more of the academic and activity elements of the regular school program, communication/articulation between the regular and gifted programs, and parent-school communication. Added to these advantages is the elimination of the transportation costs that had previously been incurred as a result of bussing these students to the gifted center.

Yet these advantages did not appear to occur without cost to the gifted program itself. Although the limited scope of this evaluation precluded the maintenance of logs of student activities or any other objective assessment of instructional contact time, perusal of KPRP class schedules leaves little doubt that the number of weekly minutes of student exposure to gifted instruction was reduced over what would have been their exposure in the gifted center. This reduction in exposure occurred through the departure of students for "special" classes (Spanish, music, art), and through the departure of students to participate in activities such as chorus, recorder practice, bell practice, and special school-wide events. Not only were the total weekly minutes of exposure to the program cut, but the instructional periods themselves became more fragmented, making it difficult to initiate and carry through gifted activities without interruptions.

OEA staff also noted that some difficulties were experienced with the use of interdisciplinary course content for the provision of gifted instruction. As one example, curriculum materials were not readily available to support this level of instruction and had to be developed by the program teachers--a situation that required them to devote a great deal of time to planning and program development.

In view of these findings, the following recommendations are made:

1. that comparative studies be initiated to determine the extent to which the KPRP and other similar approaches taken to gifted instruction, engender the attainment of gifted-relevant achievement objectives to the same extent as gifted-center programs, and

2. that sufficient time and resources be allocated to allow teachers charged with the responsibility for implementing similar school-based programs to develop content curriculum materials appropriate to the higher levels of instruction characteristic of gifted programs. This might be accomplished through the summer employment or contracting of these teachers for this purpose.

APPENDIX A

KPRP SCHEDULE

Grades 5 - 6

8:15 - 11:45 = 3 1/2 hours per day

less opening exercises (8:15 - 8:30) = 3 1/4 hours per day

less physical education (11:15 - 11:45) = 2 3/4 hours per day

2 3/4 hours per day X 4 days per week = 11 hours per week

less 30 minutes per week for wmusic = 10.5 hours per week*

Grade 4

12:00 - 2:45 = 2 3/4 hours per day

less physical education (1:10 - 1:40) = 2 1/4 hours per day

2 1/4 hours per day X 4 days per week = 9 hours per week

less 30 minutes per week for music = 8.5 hours per week*

Grade 2-3

11:45 - 2:45 = 3 hours per day

less physical education (1:10 - 1:40) = 2 1/2 hours per day

2 1/2 hours per day X 4 days per week = 10 hours per week

less 30 minutes per week for music = 9.5 hours per week*

*For those students enrolled in Spanish S/L their gifted instructional time is reduced 1 hour per week.

GIFTED CENTER SCHEDULE

Grades 2-6

8:15 - 2:45 = 6 1/2 hours per day

less opening exercises (8:15-8:30) = 6 1/4 hours per day

less lunch (30 minutes) = 5 3/4 hours per day

less early dismisal to catch bus for return to home school (2:30 - 2:45) = 5 1/2 hours per day

5 1/2 hours per day X 2 days per week = 11 hours per week

APPENDIX B

Renzulli's Model consists of three types of activities:

Type I: GENERAL EXPLORATORY ACTIVITIES

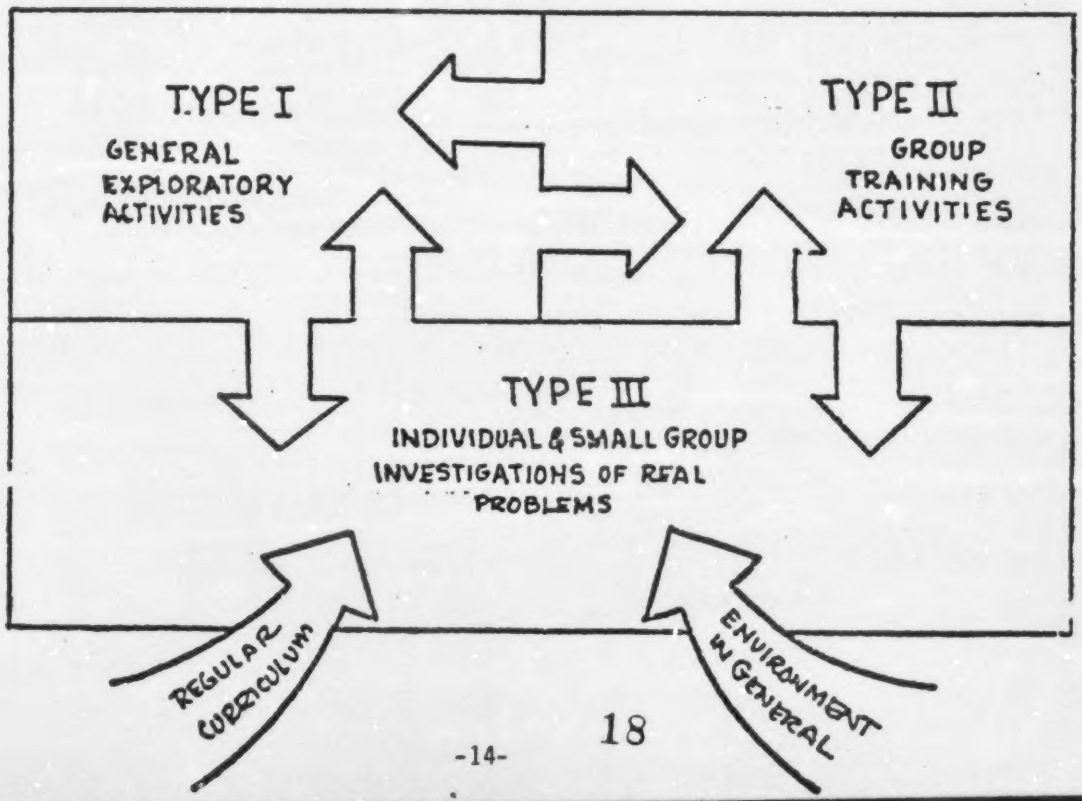
Type I activities consist of experiences and activities that are designed to bring the learner into touch with a wide range of topics or areas of study in which he or she may have a sincere interest. Through involvement in Type I experiences, students will realize that they are expected to pursue further exploration and decide on alternative suggestions for investigation.

Type II: GROUP TRAINING ACTIVITIES

Type II activities consist of materials, methods, and instructional techniques that help the student learn the skills necessary for becoming an independnet learner. They are concerned with the high development of thinking and feeling processes such as critical thinking, problem solving, reflective thinking, inquiry training, divergent thinking, awareness development, and creative or productive thinking. Type II activities are open-ended and allow students to escalate their thinking processes to the highest levels possible. Type II activities should also introduce students to more sophisticated content.

Type III: INDIVIDUAL AND SMALL GROUP INVESTIGATIONS

Type III activities consist of activities in which the student becomes an actual investigator of a real problem or topic by using appropriate methods of inquiry and results in sharing of the findings with a real audience. The success of a Type III activity depends on the task commitment of the individual student.



APPENDIX C

KENDALE ELEMENTARY SCHOOL
PILOT RESOURCE PROGRAM (GIFTED)
1982-83

POSITIVE ASPECTS

1. There is increased attendance and participation. Forty-three (43) students are enrolled in the gifted program this year; thirty-one (31) were enrolled last year. It would appear that the school becomes more alert in identifying gifted students. Also, no parents refused placement this year.

2. Students stay in the program. Last year three(3) students withdrew; no students have withdrawn this year. An on site administrator and teacher can offer the needed counseling if a student is experiencing a problem.

3. There is continuity in the scope and sequence of instruction in the basic skill areas. Every student receives instruction daily in reading, writing, and math from the homeroom teacher following the Balanced Curriculum time requirements. There is no need for a teacher to delay the introduction of a new skill - waiting for a day when the entire class is present.

4. Communication has improved between regular program teachers and gifted program teachers due to the fact that all teachers are in the same school. Having the gifted program teachers in the building on the Wednesday planning day affords opportunities for sharing information on students.

5. Students feel more a part of all school activities since they are here each day and do not miss any school wide special activities.

6. There is no confusion among teachers as to areas of instructional responsibility. The regular teacher is responsible for reading, writing, and math. The teachers of the gifted program are responsible for gifted goals and the content area subjects.

7. There are no 'missed' homework assignments for students to attempt to 'make up.'

8. The cost of bus transportation has been eliminated. Classes begin at 8:15 a.m. since there is no waiting for the late arriving bus.

9. There is increased parental involvement and support since parents communicate with only one school. There is a sense of identification with and allegiance toward the home school. Parents have formed a separate Pilot Resource (gifted) Parent Advisory group which meets once per month.

10. If a student is encountering a problem of any kind, it is easier for parent/teacher/administration to discuss and find possible solutions to the problem since all conferences can be within one school and the school is familiar with the child's past experiences and needs. The needs of the total child can be better addressed.

11. Classroom teachers have 2 - 2½ hours of uninterrupted time daily for teaching reading, writing, and math.

12. Teachers report that perhaps gifted students feel they are more a part of the regular classroom since they are with their fellow classmates each day and do not 'miss' anything by leaving to go to another school two days per week. There is more feedback and sharing between gifted students and students in the regular classroom.

13. All students can participate in special group activities (chorus, recorder groups, microcomputer classes, etc.) without being absent a portion of the week.

14. Being an on-site school administrator of a gifted program permits greater control of the gifted program. There is also greater enthusiasm to provide for the needs of 'your' gifted students and seek program improvement.

CONCERNS ENCOUNTERED

1. School wide scheduling problems are a major consideration when students spend one half of each day in the gifted program and the remaining half day in basic skill instruction.

   Specific problems are:

   a) All instruction in reading, writing, and math for regular students must be scheduled in that half-day portion when gifted students are not attending the gifted program. Some teachers (grades five & six) do not like waiting until the afternoon to teach reading and math. They say children are restless and not as alert at this time of day.

   b) All special classes (music, art, P.E., Spanish) must be scheduled in that portion of the day when students from those grade levels are in the gifted program. For example, students in grades 5 & 6 attend the gifted program in the morning. It is necessary to schedule all special classes for the regular 5th & 6th grade students during the morning so that the total class is with the regular teacher in the afternoon for basic skill instruction.

c) Scheduling is further complicated when special teacher allocations and the itinerant teacher schedules are controlled by the area office and not firm until October. (We were still changing schedules in November due to a cut in art teacher and bilingual teacher.)

d) Even special classes (L.D., speech, comp ed) must follow the a.m. schedule for intermediate students and p.m. schedule for primary students so that a teacher's entire class is present while the basic skills are being taught. Some teachers find these scheduling restrictions to be too rigid.

e) If a school population or cafeteria schedule requires more than 1 1/2 hours serving time, there is not enough time to schedule the two gifted program sessions without overlap. For example, kindergarten classes traditionally are served lunch first; it was necessary to schedule lunch for them <u>after</u> grade 4 so that grade 4 could finish lunch on time to attend the gifted program as scheduled. Even with this adjustment in lunch schedule, the 4th grade students enter the gifted program 15 minutes later than students in grades 2 & 3.

f) We found it necessary to schedule P.E. classes specifically for gifted students, i.e., 5th & 6th grade students in the gifted programs have P.E. as a class at 11:15 - 11:45 daily and gifted students in grades 2, 3, & 4 have P.E. together at 1:10 - 1:40 daily. P.E. classes where different age groups are taught together is not entirely desirable. However, this plan was necessary since gifted students are in the gifted program when their regular class is scheduled for P.E. Changing the schedule for the regular class was not possible since the P.E. teacher must be scheduled for a full day. Having gifted students pulled from the gifted program at all different times to join the regular classes for P.E. did not appear to be a viable solution either. The other alternative was no P.E.

g) We also found it necessary to schedule one music class per week for the gifted students with the music teacher since students were always missing the music on alternate days with their regular class.

2. Scheduling activities within the gifted program is also frustrating to the teachers in the gifted program. These teachers would prefer uninterrupted time; however, students leave for 30 minutes daily for P.E. and leave 30 minutes per week for music. (Spanish SL, for those students who have elected Spanish SL, is taught by the Spanish SL teacher who comes into the gifted center two times each week and works only with those students enrolled in the Spanish SL class.) These scheduled classes do not permit the degree of flexibility desirable to the goals of a gifted program and do not permit enough time to concentrate on "gifted activities" without interruption.

3. Although 30 minutes daily is devoted to teaching the required instructional objectives in the content area to gifted students, there is concern that gifted students may experience some gaps in this area. In the other organizational model for gifted programs (the two day pull out,) students 'miss' two days of instruction in the content areas but the scope of instruction is probably broader. The 30 minutes daily is limiting to the teachers in the gifted program but it cannot be expanded without cutting into the time devoted to 'gifted goals.'

4. A school based gifted program is a financial strain on the school. The MESA allocation for all Exceptional Student Programs at the school was only $672. This is not sufficient even for a school already having an abundance of equipment, materials and supplies to start up a new program.

   When a school has 40 - 60 gifted students, this means that approximately one basic teacher (20-30 students) is lost in the regular basic program due to the present FTE funding formula. Fortunately for Kendale Elementary this year there was sufficient carry over discretionary dollars to provide one additional basic teacher and the regular classrooms were not overloaded. This will not be the case next year. Additionally, there is no additional clerical help for a school based gifted program of 2 units. The regular clerical personnel at the elementary school must absorb the additional clerical work of the gifted center.

GIFTED PROGRAM SCHEDULE

Grades 5-6	8:15 - 11:45	-	4 days per week 3½ hrs x 4 days = 14 hrs. per week gifted (less 30 min. daily for P.E. = 12 hrs per week).
Grade 4	12:00 - 2:45	-	4 days per week (lunch is scheduled 11:30-12:00). 2 3/4 hrs x 4 days = 11 hrs. gifted (less 30 min. daily for P.E. = 9 hrs. per week).
Grades 2-3	11:45 - 2:45	-	4 days per week 3 hrs x 4 days = 12 hrs. per week gifted (less 30 min. daily for P.E. = 10 hrs. per week).

APPENDIX D

OFFICE OF EDUCATIONAL ACCOUNTABILITY

M E M O R A N D U M

RT-757
March 1, 1983

TO: Ms. Donna Lozar, Principal
Kendale Elementary School

FROM: Ray Turner, Assistant Superintendent
Office of Educational Accountability

SUBJECT: KENDALE PILOT RESOURCE PROGRAM EVALUATION RECOMMENDATIONS

This memorandum is a response to your request for assistance in the definition of an evaluation of your Pilot Resource Program and the preparation of an evaluation report. The memorandum addresses three issues: (1) our recommendations for information to be collected, (2) our recommendations for the content of the evaluation report, and (3) an indication of the extent to which this office can assist in this evaluation. Please note that this memorandum constitutes a series of recommendations only, subject to your modification depending upon such factors as the amount of staff resources which you can allocate, and the quality and availability of data.

Recommended Information

1. Student Attitudes - via the "Gifted Student Interview Form" used in the 1975-76 evaluation of the Gifted Program

2. Classroom Teacher Attitudes - via the "Gifted Program Regular Teacher Questionnaire" used in the 1975-76 evaluation of the Gifted Program

3. Parent Attitudes - via the "Gifted Program Parent Questionnaire" used in the 1975-76 evaluation of the Gifted Program

4. Descriptions of classroom instructional activities

5. Attendance records of program participants in 1981-82 and 1982-83

6. A record of financial support received from parents and contributed by the school and a description of material purchased with these funds

7. Descriptions of meetings and other communications with parents (including reports of student progress)

Recommended Report Contents

1. Description of the Program
   a. How was the program implemented?
   b. What was the program designed to accomplish?
   c. On what basis were students selected for the program?
   d. What were the characteristics of program materials and activities?
   e. What faculty and others were involved in the program?
2. Description of the Evaluation
   a. What questions does the evaluation address?
   b. What instruments/procedures were used to measure program outcomes and describe implementation?
3. Results
   a. How did the program actually operate in terms of classroom activities, communication with parents, expenditures made for materials and equipment, etc.?
   b. What was the impact of the program (in terms of student, teacher, and parent attitudes and student attendance)?
4. Conclusions and Recommendations
   a. What are the major conclusions?
   b. On the basis of the evaluation what recommendations can you make concerning the program?
   c. What recommendations can be made concerning subsequent evaluations of the program?

Assistance Available from the Office of Educational Accountability (OEA)

1. Provision of assistance in the development of an evaluation plan and evaluation instruments
2. Provision of guidance in tabulating/analyzing results of surveys
3. Specification of the form in which other data could be summarized

4. Provision of OEA staff to discuss and interpret the evaluation or evaluation findings with interested parties, such as parents and school, area or district staff (on a limited number of occasions)

5. Provision of either a 3-5 page evaluation summary, incorporating data which you provide to us (such as that listed above) or review of a report which you produce

Due to extensive commitments, the amount of assistance which we can provide in your evaluation is somewhat limited. However, we feel that the collection of data (as recommended above) and our involvement in the development of a final report will provide satisfactory documentation of your first year's effort.

RT:BC:nmi

cc: Dr. Cecile Roussell
Mr. Isaac Meares
Mr. Horace Martin
Dr. Robert Collins
Mr. Glenn Ashby

APPENDIX E

Kendale Pilot Resource Program
Student Responses
(percent respondng: pre/post)

SQ1. My regular classrcom teacher has a favorable opinion of the gifted program.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
00/02	00/05	29/51	48/37	24/05

SQ2. My parents have a favorable opinion of the gifted program and are pleased that I attend.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
00/00	05/09	19/16	14/19	62/56

SQ3. Please indicate the one suggestion which best describes your feelings for improvement of the gifted program.

More time for gifted instruction	00/27
Fewer students in the gifted class	11/00
Better qualified teachers in the gifted class	22/15
More off-campus activities (field trips, etc)	56/54
No changes	11/05

APPENDIX F

Kendale Pilot Resource Program
Regular Teacher Responses
(percent respondng: pre/post)

TQ1. Did you ever visit a gifted program? Yes 42/92 No 58/08

TQ2. Did it increase your understanding of the program?
Yes 80/92 No 20/08

TQ3. Did a teacher of the gifted program ever visit your program? Yes 00/07 No 100/93

TQ4. How often do you confer with your students' gifted teachers?

At least once per 9-week period	00/43
At least twice a year	00/36
At least once a year	08/07
Never	92/14

TQ5. Looking over your current class roster, about how many of your students do you feel should be receiving gifted services but are not?

(Average number per teacher) 2.2/1.8

TQ6. What is the most frequent reason that these students are not receiving gifted services

Not yet referred for testing	00/10
Referred but not yet tested	11/10
Referred but parent refused to permit testing	00/00
Tested but did not qualify	33/70
Qualified and awaiting placement	00/00
Qualified but did not want to participate	56/10

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Q7.	Classroom teachers have generally been given an adequate orientation to the gifted program.	42/07	50/36	00/21	08/36	00/00
Q8.	The amount of contact I have with my student's gifted teacher(s) is sufficient.	50/00	42/29	00/29	08/43	00/00
Q9.	Classroom teachers with students in gifted programs are kept reasonably informed of student progress in those programs.	50/07	33/29	00/07	17/57	00/00
Q10.	My students in the gifted program ae generally able to "keep up" with lessons in their regular class.	17/00	17/00	00/00	58/64	08/36
Q11.	Almost all of my students who are in the gifted program have a sufficient command of basic skills.	08/00	25/07	00/00	58/71	08/21
Q12.	Almost every school should have within it a specialized program for the gifted.	08/07	00/07	00/14	42/36	50/36

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APPENDIX G

Kendale Pilot Resource Program
Parent Responses
(percent respondng: pre/post)

PQ1. Did you ever visit your child's gifted program? Yes 84/75 No 16/25

PQ2. If yes, how many visits? (average) 2.8/2.9

PQ3. Did it increase your understanding of the program?
Yes 56/77 Undecided 25/08 No 19/16

PQ4. How much feedback do you receive from your child's gifted teacher(s)?

More than from regular teachers	16/14
As much as from regular teachers	16/37
Less than from regular teachers	68/49

PQ5. How much individualized attention does your child receive in the gifted program?

More than in the regular program	31/63
As much as in regular program	44/25
Less than in the regular program	25/14

PQ6. Do you attend gifted parent group meetings? Yes 47/81 No 53/19

PQ7. Are you interested in becoming active in such groups?
Yes 32/47 Undecided 58/28 No 11/25

PQ8. Do you know the name(s) of your child's gifted teacher(s)?
Yes 79/92 No 21/08

PQ9. Please indicate the one suggestion which best describes your feelings for improvement of the gifted program.

More gifted instructional time for my child	36/20
Fewer students per class	21/08
Better qualified teachers of the gifted	29/24
More off-campus activities	14/28
No changes desired	00/20

PQ10. Were informed of a parent orientation meeting prior to your child's placement in the gifted program? Yes 42/64 No 58/36

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
PQ11.	My child's regular class teachers have a favorable opinion of the gifted program.	10/06	16/08	26/31	42/44	05/11
PQ12.	Cooperation between my child's gifted and regular class teachers seems to be good.	11/03	28/09	39/37	17/45	06/09
PQ13.	My child is able to "keep up" with lessons in his regular class.	05/00	16/00	05/06	37/53	37/42
PQ14.	School personnel adequately informed me of the nature and purpose of the gifted program.	10/00	16/08	05/08	47/53	21/31
PQ15.	Gifted program teachers keep me adequately informed of my child's progress	21/21	63/30	00/24	10/15	05/09
PQ16.	The gifted teacher is readily available if I request a conference.	05/06	05/00	21/22	58/53	10/19
PQ17.	The gifted teachers I know are sufficiently qualified to teach gifted children.	00/09	21/14	42/29	32/37	05/11
PQ18.	My child receives a sufficient amount of individual attention in the gifted program.	10/03	21/17	32/20	37/49	00/11
PQ19.	The amount of time per week that my child spends in the gifted program is sufficient.	05/00	26/08	21/17	42/64	05/11
PQ20.	My child is exposed to a sufficient variety of subjects in the gifted program.	05/11	26/17	32/23	21/43	16/06
PQ21.	The gifted program adequately stimulates and motivates my child.	05/11	10/11	21/17	58/51	05/09
PQ22.	The gifted program instructional facilities are adequate.	05/06	26/22	10/31	58/36	00/06
PQ23.	My child enjoys being in the gifted program.	10/00	10/09	00/23	37/31	42/37